



The
BIG
Legal Lesson™
2024

What's the law got to do with me?

Classroom notes
Ages 14-18



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The Big Legal Lesson

Classroom Notes

Age range: 14-18

Introduction: Thank you for taking part in The Big Legal Lesson 2024. You are joining a network of thousands of teachers across England and Wales who are committed to developing young people's knowledge of the rule of law and their legal rights.

Thank you to international law firm Mishcon de Reya for sponsoring The Big Legal Lesson again in 2024. Their funding allows us to offer all resources and support to participating schools for free.

Also, thank you to our education partners The Law Society for their continued support in helping us deliver legal education to young people across the UK.

Time commitment: This resource pack has been designed to give you flexibility. There are five separate activities included. You can choose to deliver all the suggested activities in these classroom notes. If you choose to deliver all activities you will need a minimum of two lessons. Alternatively, select those that best suit the needs of your students and your time-frame. The supporting PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions. Where time is limited, individual activities could be run in tutor-time.

Taken part before? If students have participated in The Big Legal Lesson before or they have a good basic understanding of what the rule of law is, teachers might choose to spend less time on Activities 1-3 and instead focus their time on Activities 4 and 5.

Learning objectives

After taking part in The Big Legal Lesson students will be able to:

Activities 1-3:

- Explain what the rule of law is;
- Identify how the law impacts their day-to-day lives;
- Examine who has the power to make and change laws in the UK.

Activities 4-5:

- Consider the impact that recent changes to the law will have on their lives and the lives of others;
- Describe a change they would like to make to the law;
- Identify what actions they could take to make their voices heard by people in positions of power.

Activity overview

Activity 1: What is the law? Students share what they currently know about the law and use this to write a definition of what the law is.	No resources needed
Activity 2: What's the law got to do with me? Students are introduced to Marley and explore how the law impacts Marley's day. They go on to consider how they interact with the law on a daily basis.	Worksheet 1a or 1b (1 copy per student) Worksheet 1c or 1d (1 copy per student) Worksheet 1e (1 copy per student, optional)
Activity 3: Who makes the law? Students consider which people in the UK have the power to make and change laws and what power individual citizens have to impact the law.	Worksheet 2 (1 copy per student)
Activity 4: The changing law Students look at recent changes to the law and consider what impact these changes might have on different individuals.	Worksheet 3 (1 copy per group)
Activity 5: Making my voice heard Using all they have learnt, students suggest a change they'd like to make to the law and examine what actions they could take to make their voice heard on this issue.	Worksheet 4 (1 copy per student) Worksheet 5 (1 copy per student, optional)
Plenary	'My new law is' and 'One new thing I learned is' templates (a few copies of each)



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Make some noise about what you've done!

Help us spread the word about the importance of legal literacy! We'd love to see what you got up to as part of The Big Legal Lesson. Send us your photos, ideas and feedback on social media tagging @YoungCitizensUK using the hashtag #TheBigLegalLesson.

Download our media pack for help with sharing your involvement. It includes branded graphics, social media posts, a press release template, MP letter template and other useful bits.

Tell us what you thought

Once you have delivered your activities please take two minutes to complete a short evaluation form. Your feedback helps us to keep this campaign freely available. To say thank you we will put you into a prize draw for Amazon vouchers.



[Teacher Survey](#)



[Student Survey](#)



[Legal Volunteer Survey](#)

Other resources

Young Citizens has a range of other freely available classroom resources which explore the law in more depth. We also have resources covering topics such as social action, democracy, digital citizenship, media literacy and the economy.

For more details and to access these free resources visit - <https://www.youngcitizens.org/resources/browse/>

SmartLaw subscription

A SmartLaw school subscription provides teachers with access to over 25 high quality, tried and tested classroom resources. The resources inspire young people to engage in the complex world of the law, providing them with the knowledge and skills they need to become legally capable. Aimed at KS3, 4 and Post-16, the units tackle a number of SMSC, Citizenship and PSHE themes using the topic of the law. No prior experience of law is needed to deliver the units. Written with the support of our legal professional volunteer network they contain all the necessary information and examples that you need to engage your students in the rule of law.

Immersive learning programmes

Young Citizens also runs a range of immersive learning programmes about the law including Mock Trials Competitions and Legal Workshops. **For more details visit - <https://www.youngcitizens.org/legaleducation/>**

Teacher training

Want to support your students to make their voices heard with key decision makers? Take a look at our online teacher training - [Getting Heard](#). In this free training resource we explore who holds 'the power' locally, and nationally, including political and financial decision-makers, and other influential people such as the media and religious and community leaders. The training provides you with the tools you need to support students to engage with decision-makers and influential people to make change in their communities.



Introduction

Use **slides 2-3** to introduce the class to The Big Legal Lesson and what they will be learning about today.

Activity 1: What is the law?

Display **slide 4**. Working with a partner, students should try to write their own simple definition of what the law is and then list any prior knowledge they have about the law. This should be kept as it will be returned to in the plenary.

Take some feedback from students before going through the information on **slides 5-7** which provide a brief overview of what the rule of law is. Some additional information is provided below to support your discussions.

Slide 5

- **Publicly declared** - Laws are clear and communicated to all citizens. Everyone knows what the laws are and can easily find out information about the laws.
- **Equally enforced** - Laws apply to all citizens including those in positions of power such as the government and the police.
- **Accessible and impartial** - Justice is delivered in a timely manner by qualified and independent representatives.

Slide 6

Another key feature of the rule of law is that it is independently adjudicated. The aim is to keep us safe and protect our rights, keep order and limit the power of those in charge. This slide explores how powers are balanced in the UK.

Separation of powers is the principle that the three branches of state should be distinct in order to protect citizens. A strict separation of powers would mean no branch could exercise power over another and no one should be a member of more than one branch.

The UK follows a less strict interpretation of this. In the UK the executive (the government) is made up of MPs who also form the legislative, the executive is accountable to the legislative.

The government and the prime minister are not directly elected, instead the leader of the party who secures the most MPs becomes prime minister and they in turn decide on who will get ministerial positions within the government. For example, they decide who will become chancellor, home secretary etc.

In contrast a country such as the US follows a stricter interpretation. They have an executive (the president) who is directly elected and is entirely separate to the legislative (Congress).



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Activity 2: What's the law got to do with me?

If students have completed The Big Legal Lesson taster activity you may like to skip this activity, or do a short re-cap and then direct students straight to the challenge on slide 13.

Display **slide 8**. Briefly ask students to shout out any laws they think they might have been affected by so far today.

Read about Marley's day on **slides 9-13**. If you are running this activity with post-16 students an alternative version of the story has been provided. This can be found at the end of the PowerPoint (**slides 27-32**), replace **slides 9-13** with these slides. A copy of the stories can also be found on **worksheet 1a** (16+ version) and **1b** (14-16 version).

Give students a copy of either **worksheet 1c** (16+ version) or **worksheet 1d** (14-16 version). Ask students to match the part of Marley's day to the appropriate law(s).

Go through the answers providing additional information about how each law is impacting Marley's day. The answers for this activity can be found on **pages 8-12**.

Extension: Slide 14 - Challenge students to write a time-line of their day, identifying all the ways they will come into contact with the law. Students can record their work on **worksheet 1e**.

Activity 3: Who makes the law?

During this activity students will consider who has the power to make and change laws in the UK. Please note certain powers have been devolved from the UK parliament to the Scottish parliament, National Assembly for Wales and the Northern Ireland Assembly. Each of these have their own executive and legislative powers in certain areas such as health care and education. For the purposes of this activity we are only examining how laws are made in the UK parliament.

Display **slide 15**, ask students to talk to a partner and list all the people they think are involved in making laws. Once students have had some time to discuss, reveal some of the possible answers on **slide 16**. Students should then complete **worksheet 2** which explores who makes laws in the UK.

Answers: A6d, B3a, C2b, D4e, E1c, F5f.

Conclude the activity by summarising who is involved in the law-making process using **slides 17-21**.

Extension: Display **slide 22** which asks students to consider two questions. Some supporting notes are provided on the following page to support discussions.



Activity 3: Extension supporting notes

Q: What role do the following groups have in making laws?

The media:

Whilst the media has no direct power to influence the law, it is hugely influential on public opinion, thus influencing the law indirectly. There are examples of cases where the media has exposed stories that have eventually led to changes in law.

Citizens:

Whilst citizens have no direct power to change the law they can be involved in influencing key decision makers which can make an impact on the law. For example, they can do this through:

- Voting for their local MP (whose job it is to represent them in parliament);
- Writing to/emailing/attending surgeries with their MP;
- Demonstrating their views by protesting, campaigning and lobbying;
- Creating/signing petitions. Anyone can start a petition on the [government website](#). If a petition receives 10,000 signatures it will get a response from the government. If a petition receives 100,000 signatures they are considered for debate in Parliament.

A good example of a citizen and the media having an impact on the law is the case of Gina Martin. After attending a music festival where she was the victim of upskirting, Martin campaigned tirelessly for a change in the law. She received cross-party support from MPs and worked closely with the Justice Minister. Numerous celebrities backed her campaign and eventually a new law was introduced. How citizens can make their voices heard by those in power is further explored in activity 5. More details of the Gina Martin case can be found on **worksheet 5**.

Q: Why does the power to change laws sit with more than one group of people?

Ensuring there is a balance of powers is a vital part of any democratic society. It protects citizens' liberties and ensures accountability and scrutiny of those in positions of power.



Activity 4: The changing law

Display **slide 23** which explains that each year many changes are made to the law. Students are challenged to consider what impact these changes can have. **Worksheet 3** provides three different case studies of recent changes to the law. Students should read through the information provided and then discuss:

- Q: Why do you think the law was changed?**
- Q: Who might be impacted by this change and how?**
- Q: How does this change impact you now and in the future?**
- Q: Do you agree with the change? Why/why not?**

You might choose to look at all the examples or choose the example that best suits your students. Alternatively, students might choose to research a current change that is being suggested to the law. All bills that are currently making their way through parliament can be found here - <https://bills.parliament.uk/>

Activity 5: Making my voice heard

Display **slide 24** which challenges students to think about a change they would like to make to the law. Either working individually, in pairs or small groups, students should use **worksheet 4** to help them plan what change they would like and how they could make their voices heard on this issue.

If students would like some inspiration, you might like to share with them the case study of Gina Martin which has been included on **worksheet 5**. You can also find more help and advice on making your voice heard by decision makers in our online course - [Getting Heard](#).

TELL US YOUR IDEAS

We'd love to hear what new laws students suggest. Get students to write them down, take a picture and share with us @YoungCitizensUK #TheBigLegalLesson. A template is included for this at the end of the pack.

Plenary

Slide 25 - Ask students to go back to the definitions they wrote and the list of what they already knew about the law from Activity 1. What new information can students now add?



Supporting notes - Activity 2 (16+ version)

Marley's day	The law
<p>Marley wakes up at 7.00am, has a shower and eats some breakfast.</p>	<p>The Food (Promotion and Placement) (England) Regulations 2021 place restrictions on certain businesses relating to the price promotion and placement of certain foods and drinks that are high in fat, salt or sugar. These restrictions apply to certain foods and drinks both in shops and online.</p> <p>There are also other laws which say how much tax needs to be paid on soft drinks; for example if they have more than 5g of sugar per 100ml, this makes them more expensive.</p>
<p>At 7:45am Marley heads out. They have recently passed their driving test and have agreed to drive a couple of friends to college.</p>	<p>Marley is subject to a number of laws when driving. Most of these are covered by the Road Traffic Act 1988. For example, this act sets the minimum age requirements to get a driving licence. It also sets out many conditions for drivers; for example, drivers must be insured, their vehicle must not be in a dangerous condition, they must obey traffic signs and speed limits. Marley will also have to make sure that the vehicle is taxed as set out in the Vehicle Excise and Registration Act, this also means they must tell the DVLA if there is any change to their insurance or if they sell the car. Under the law, Marley is also responsible for making sure any passengers under 14 are wearing a seatbelt.</p> <p>As a new driver, Marley will be affected by the Road Traffic (New Drivers) Act. Under this act all new drivers enter a two year probationary period after they pass their test. During this time if they reach six or more penalty points, they will immediately have their licence revoked.</p> <p>The government is currently considering preventing drivers aged under 25 from carrying passengers under 25 for the first six months or year after they pass their test.</p>
<p>Once Marley gets to college, they head straight to registration before going off to their lessons.</p>	<p>The Education Act will affect Marley's education. For example, in England you are legally required to stay in school until the last Friday in June if you'll be 16 by the end of the summer holidays. You then must do one of the following until you are 18:</p> <ul style="list-style-type: none"> ■ Stay in full-time education; ■ Start an apprenticeship or traineeship; ■ Spend 20 hours a week volunteering or working whilst in part-time education or training. <p>Amongst other things, the Education Act also gives schools a number of legal powers to tackle behaviour and under-performance. For example, schools can search pupils (without consent) for any dangerous or banned items and headteachers can exclude pupils.</p> <p>Under the Equality Act schools are under a duty not to discriminate against a pupil (or someone who has applied to their school) on the grounds of certain protected characteristics. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</p>



Supporting notes - Activity 2 (Post-16+ version)

Marley's day	The law
<p>After lunch Marley has a meeting with the school's careers adviser to discuss what their plans are for the following year.</p> <p>Marley is thinking about going to university but is a bit undecided.</p>	<p>The Education (Careers Guidance in Schools) Act 2022 makes it a legal requirement that all schools and academies provide independent careers guidance for pupils in school in Years 7 to 13.</p> <p>The Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018 sets out the maximum amount that universities can charge for tuition.</p>
<p>After school Marley heads off to their part time job.</p> <p>Marley works in a local café for a couple of hours after school on a Monday and all day on a Saturday.</p>	<p>Marley will have certain rights under employment law. For example, they would be entitled to their salary as stated in their employment contract, and they may have rights to daily and weekly rest breaks. Under law, the employer would also need to ensure the health, safety and welfare at work of its employees.</p> <p>As Marley is above the school leaving age they are legally entitled to minimum wage. This is currently £7.49 for 18-20-year olds (£5.28 for under 18s). Marley is also legally entitled to 5.6 weeks' paid holiday a year (known as statutory leave entitlement or annual leave). Whilst at work Marley will also be protected from discrimination by the Equality Act.</p> <p>The café itself will also be subject to a number of laws around food safety such as those set out in the Food Safety Act.</p>
<p>Just before Marley heads home for the night their boss asks if they have remembered that it is local council elections today.</p> <p>Marley should just have time to get to the polling station before it shuts at 10pm.</p>	<p>The laws around voting and voters rights have evolved over many hundreds of years. The Representation of the People Act sets out who is legally entitled to vote in elections. The voting age for local elections in England, including mayoral and police and crime commissioner elections, is 18.</p> <p>The National Assembly for Wales passed the Senedd and Elections (Wales) Act 2020 which amended the law to allow 16- and 17-year-olds to register to vote at Senedd Cymru/Welsh parliament elections. Scotland has also lowered the voting age to 16 for local and devolved elections. This applies to elections to the Scottish parliament and local government elections in Scotland.</p> <p>The Elections Act contains a number of measures that affect voting. For example, since 2023 you have needed to bring photographic ID in order to vote at certain elections, this includes local elections in England.</p> <p>Other laws also impact voting; for example, the 1872 Ballot Act introduced secret ballots for local and government elections. This has been amended many times most recently with the Ballot Secrecy Act 2023. Another law is the Electoral Registration and Administration Act which requires the "head of a household" to make sure that all those eligible to vote are signed up.</p>



Supporting notes - Activity 2 (Post-16+ version)

Marley's day	The law
<p>Once Marley gets home, they have some dinner and spend some time flicking through social media before heading to bed.</p>	<p>A new law called the Online Safety Bill is currently awaiting royal assent, having been passed by both the House of Commons and the House of Lords. It will make social media companies more responsible for users' safety on their platforms. For example, they will have to:</p> <ul style="list-style-type: none">■ Remove illegal content and prevent users from being exposed to such material;■ Protect children from harmful content;■ Enforce age limits and age-checking measures. <p>Under Human Rights law, Marley has the right to privacy. This means that Marley's personal data is protected as part of their private life and cannot be collected, used or disclosed without justification. Under GDPR laws personal data that social media companies have collected in relation to Marley must be processed fairly and lawfully, in a transparent manner.</p> <p>There are many other laws that aim to protect people from harmful communications which also apply online. For example, under the Communications Act 2003 people are prohibited from writing 'menacing electronic communication'. Sending grossly offensive comments is an offence under both the Communications Act and the Malicious Communications Act 1998. If people write something that is untrue or unjustified, which is damaging to a person's reputation they may be guilty of libel under the Defamation Act.</p>

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Supporting notes - Activity 2 (14-16 version)

Marley's day	The law
<p>It's Monday morning; Marley gets woken by their alarm and heads downstairs, pours a bowl of chocolate cereal and finishes off their history homework.</p>	<p>The Food (Promotion and Placement) (England) Regulations 2021 place restrictions on certain businesses relating to the price promotion and placement of certain foods and drinks that are high in fat, salt or sugar. These restrictions apply to certain foods and drinks both in shops and online.</p> <p>There are also other laws which say how much tax needs to be paid on soft drinks, for example; if they have more than 5g of sugar per 100ml, this makes them more expensive.</p> <p>In years gone by the government have set guidelines about how much homework schools should be setting but these have never been made into law. In 2012, the government scrapped these guidelines saying that headteachers should set their own policies.</p>
<p>At 8:00am Marley heads out and walks to the bus stop, then catches the bus to school.</p>	<p>The bus driver is subject to a number of laws when driving. Most of these are covered by the Road Traffic Act 1988. This act sets the minimum age requirements to get a driving licence. It also sets out many conditions for drivers for example, drivers must be insured, their vehicle must not be in a dangerous condition, they must obey traffic signs and speed limits.</p> <p>Bus drivers who drive school buses are required to have completed an enhanced DBS check. Schools cannot hire drivers who are included in the children's barred list, for example, because they have previously been convicted of certain offences (e.g. supplying drugs).</p>
<p>The school day starts with tutor time and then Marley heads off for maths followed by PE.</p>	<p>The Education Act will affect Marley's education. Parents have a legal duty to ensure that their child receives an education. The legal age you can leave school differs across nations but is generally at some point after you turn 16. In England you must stay in some form of education or training until you are 18 (or have reached a level 3 qualification) Most schools are required to follow the National Curriculum which sets out the key learning for each subject.</p> <p>Under the Equality Act schools are under a duty not to discriminate against a pupil on the grounds of certain protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).</p> <p>The School Premises (England) regulations 2012 requires that schools have suitable outdoor space to allow students to play outside and do physical education outside.</p>
<p>After PE, it's break time followed by science, then lunch.</p>	<p>A regulation was passed in 2012 which states that a school must have a suitable outdoor space to play outside. In 2019, an all-party parliamentary group on fit and healthy childhood recommended that school children should have a legal right to 75 minutes of break time in the school day.</p> <p>Schools have a number of legal duties to provide healthy and nutritious food and drink. Schools should also make reasonable adjustments for pupils with particular requirements, for example to reflect medical, dietary and cultural needs.</p>



Supporting notes - Activity 2 (14-16 version)

Marley's day	The law
<p>After school Marley attends an event organised by the careers office. There are lots of different people at the event including someone from a local college, someone from a local university and a range of different employers.</p>	<p>The Education (Careers Guidance in Schools) Act 2022 makes it a legal requirement that all schools and academies provide independent careers guidance for pupils in school in Years 7 to 13.</p>
<p>Marley can't stay long at the careers event as they have to get to their part-time job. Marley works in a local café for a couple of hours after school on a Monday and all day on a Saturday.</p>	<p>There are lots of laws involved here. The Children and Young Persons Act 1933 protects children from (i) working in conditions which may be harmful to their safety, health or development, (ii) being ill-treated within the workplace and (iii) working long hours.</p> <p>Legally, young people can only start full-time work after the end of the academic year in which they've reached the minimum school leaving age - they can then work up to a maximum of 40 hours a week. The youngest age you can work part-time is 13, except children involved in areas like acting and modelling.</p> <p>Marley will have certain rights under employment law. They are entitled to their salary as stated in their employment contract, and they may have rights to daily and weekly rest breaks. Under law, the employer would also need to ensure the health, safety and welfare at work of its employees.</p> <p>The café itself will also be subject to a number of laws around food safety such as those set out in the Food Safety Act. There are also laws under the Hazardous Health regulations which applies to the cleaning of tables and washing dishes.</p>
<p>Marley's step-dad collects them after work. Once Marley gets home, they spend some time browsing social media, then grab a quick dinner before heading to bed.</p>	<p>The Online Safety Act 2023 has now received Royal Assent. It makes social media companies more responsible for users' safety, for example, they will have to:</p> <ul style="list-style-type: none"> ■ Remove illegal content and prevent users from being exposed to such material; ■ Protect children from harmful content; ■ Enforce age limits and age-checking measures. <p>Under the Human Rights Act, Marley has the right to privacy. This means Marley's personal data is protected as part of their private life and cannot be collected, used or disclosed without justification. Under GDPR laws personal data that social media companies have collected in relation to Marley must be processed fairly and lawfully.</p> <p>There are many other laws that protect people from harmful communications online. For example, under the Communications Act 2003 people are prohibited from writing 'menacing electronic communication'. Sending grossly offensive comments is an offence under both the Communications Act and the Malicious Communications Act. If people write something that is untrue or unjustified, which is damaging to a person's reputation they may be guilty of libel under the Defamation Act.</p>



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Worksheet 1a

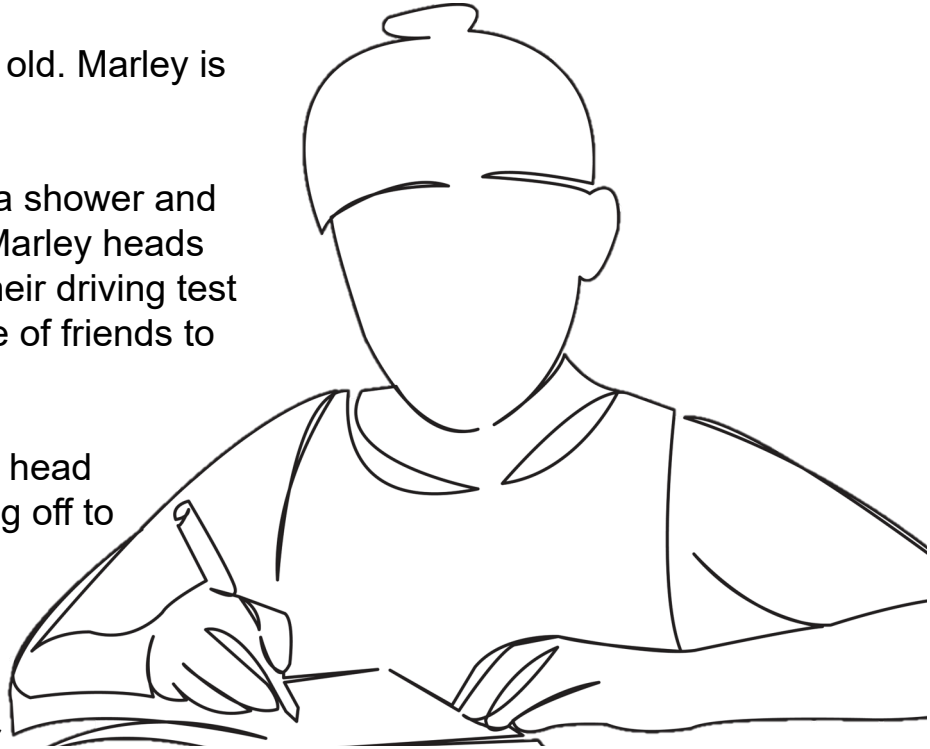
What's the law got to do with me?

This is Marley. Marley is 18 years old. Marley is in their last year of college.

Marley wakes up at 7.00am, has a shower and eats some breakfast. At 7:45am Marley heads out. They have recently passed their driving test and have agreed to drive a couple of friends to college.

Once Marley gets to college, they head straight to registration before going off to their lessons.

After lunch Marley has a meeting with the school's careers adviser to discuss what their plans are for the following year. Marley is thinking about going to university but is a bit undecided.



After school Marley heads off to their part-time job. Just before Marley heads home for the night their boss asks them if they have remembered that it is local council elections today. Marley should just have time to get to the polling station before it shuts at 10pm.

Once Marley gets home, they have some dinner and spend some time flicking through social media before heading to bed.



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Worksheet 1b

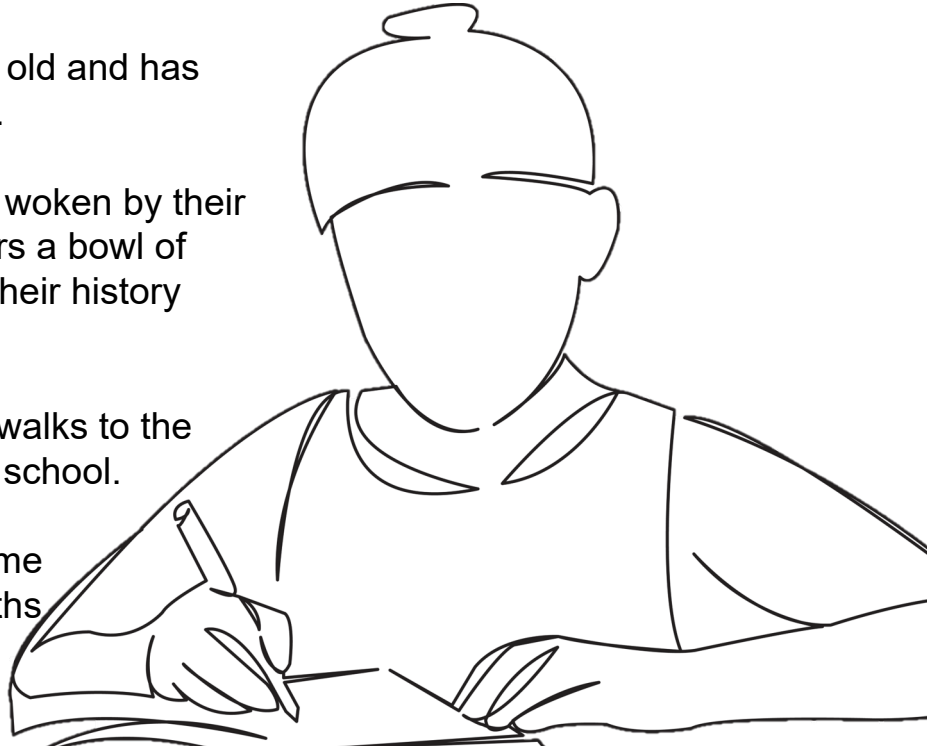
What's the law got to do with me?

This is Marley. Marley is 16 years old and has recently started Year 11 at school.

It's Monday morning, Marley gets woken by their alarm and heads downstairs, pours a bowl of chocolate cereal and finishes off their history homework.

At 8:00am Marley heads out and walks to the bus stop, then catches the bus to school.

The school day starts with tutor time and then Marley heads off for maths followed by PE. After PE it's break time followed by science, then lunch.



After school Marley attends an event organised by the careers office. There are lots of different people at the event including someone from a local college, someone from a local university and a range of different employers.

Marley can't stay long at the careers event as they have to get to their part-time job. Marley works in a local café for a couple of hours after school on a Monday and all day on a Saturday.

Marley's step-dad collects them after work. Once Marley gets home, they spend some time browsing social media, then grab a quick dinner before heading to bed.



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Worksheet 1c

Match the part of Marley's day to the appropriate law(s).

Marley wakes up at 7.00am, has a shower and eats some breakfast.

At 7:45am Marley heads out. They have recently passed their driving test and have agreed to drive a couple of friends to college.

Once Marley gets to college, they head straight to registration before going off to their lessons.

After lunch Marley has a meeting with the school's careers adviser to discuss what their plans are for the following year. Marley is thinking about going to university but is a bit undecided.

After school Marley heads off to their part-time job. Marley works in a local cafe for a couple of hours after school on a Monday and all day on Saturday.

Just before Marley heads home for the night, their boss asks if they have remembered that it is local council elections today. Marley should just have time to get to the polling station before it shuts at 10pm.

Once Marley gets home, they have some dinner and spend some time flicking through social media before heading to bed.

Data Protection Act

National Minimum Wage Act

Food (Promotion and Placement) (England) Regulations

Road Traffic Act

Equality Act

Vehicle Excise and Registration Act

Higher Education Regulations

Road Traffic (New Drivers) Act

Education (Careers Guidance in Schools) Act

Education Act

Representation of People Act

Health and Safety at Work Act

Human Rights Act

Elections Act

Online Safety Bill

Defamation Act

Communications Act

Ballot Secrecy Act

Food Safety Act



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Worksheet 1d

Match the part of Marley's day to the law(s).

It's Monday morning, Marley gets woken by their alarm and heads downstairs, pours a bowl of chocolate cereal and finishes off their history homework.

At 8:00am Marley heads out and walks to the bus stop, then catches the bus to school.

The school day starts with tutor time and then Marley heads off for maths followed by PE.

After PE it's break time followed by science, then lunch.

After school Marley attends an event organised by the careers office. There are lots of different people at the event including someone from a local college, someone from a local university and a range of different employers.

Marley can't stay long at the careers event as they have to get to their part-time job. Marley works in a local café for a couple of hours after school on a Monday and all day on a Saturday.

Marley's step-dad collects them after work. Once Marley gets home, they spend some time browsing social media, then grab a quick dinner before heading to bed.

Children and Young Persons Act

Equality Act

School premises regulations

Human Rights Act

Defamation Act

Food (Promotion and Placement) (England) Regulations 2021

Online Safety Bill

Education Act

Food Safety Act

Road Traffic Act

Education (Careers Guidance in Schools) Act

Health and Safety at Work Act

Communications Act

Data Protection Act



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Worksheet 1e

What's the law got to do with me?

Describe your day	How will the law affect you?



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Worksheet 2

Who makes the law?

Match the role with the corresponding description and their role in the law-making process.

Role	Description	Role in law making
A: Member of the public	1. A person who has been elected to the House of Commons to represent the people from a particular geographical area (constituency).	a. They will look to introduce legislation through parliament that will support them to deliver the promises they made in their election manifesto. This is what the public voted them into power based on.
B: The government	2. Part of parliament; it has around 800 members who were appointed by the monarch on the advice of the prime minister because they are an expert in their field.	b. All new laws or changes to existing laws have to be debated and voted on by the peers that sit within the House of Lords. Their job is to check and challenge the Government.
C: The House of Lords	3. Formed by the political party that wins the most seats in a general election and led by the prime minister; it is responsible for proposing and implementing policy across the UK.	c. They play an important role in making laws in the UK. They must vote on and debate any new laws or changes to existing laws in the House of Commons.
D: The monarch	4. The Head of State.	d. Though they have no direct power to change the law they can be involved in influencing key decision makers. They can do this through: Voting for their local MP, writing/emailing/attending surgeries with their local MP, demonstrating their views through means such as protests and campaigning.
E: Members of Parliament (MPs)	5. Part of parliament; it's a democratically elected body made up of 650 MPs from all parties.	e. Though they are not able to introduce any new laws, the final stage of getting any law created or changed is called 'Royal Assent'. In practice, this is a formality and Royal Assent is always granted.
F: The House of Commons	6. A member of the general population.	f. All new laws or changes to existing laws have to be debated and voted on by the MPs that sit within the House of Commons.



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Worksheet 3a

The right to strike:

A strike is a form of industrial action which happens when members of a trade union are in dispute with their employer and they cannot come to agreement through negotiations. Members of the trade union form a group that refuses to work.

There are strict laws in place about when trade unions can call a strike. For example a strike must be:

- Related to a work dispute with your own employer e.g. over your terms or conditions of employment;
- Supported by a lawful ballot of all the members the trade union believes will be called upon to take part in the strike. At least half the balloted workers must have voted yes for the strike to go ahead;
- Carried out with notice. Normally trade unions must give at least seven days' notice.

The Human Rights Act:

Article 11 of the Human Rights Act states that everyone has the right to freedom of peaceful assembly and to freedom of association with others. This includes the right to protest and the right to be part of a trade union. However, this right is not absolute. That means that it can be limited in certain circumstances. For example, in order to:

- Protect national security or public safety;
- Prevent disorder or crime;
- Protect the health or morals of others.

A new law:

In July 2023, the Strikes (Minimum Service Level) Act gained royal assent. The law allows the government to enforce minimum service levels during strikes in six sectors:

- Health;
- Fire and rescue;
- Education;
- Transport;
- Border security;
- Nuclear decommissioning/waste management.

Employers from these sectors can stop identified workers from taking part in a strike and describe what work they must do during a strike.



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Worksheet 3b

The right to protest:

Article 10 of the Human Rights Act 1998 provides that you have a right to hold your own opinions and to express them freely without government interference. Article 11 of the Human Rights Act provides that you have the right to freedom of peaceful assembly and freedom of association with others. This includes the right to protest.

However, this right is not absolute. That means that it can be limited by the government in certain circumstances. For example to:

- Protect national security or public safety;
- Prevent disorder or crime;
- Protect the health or morals of others;
- Protect the rights and freedoms of other people.

A new law:

In May 2023, the Public Order Act gained royal assent. The act introduced a number of new offences that can be committed by protesters, including:

- Locking-on (or going to a protest equipped to lock on);
- Causing serious disruption by tunnelling;
- Obstructing major transport works e.g. the construction of HS2;
- Interfering with key national infrastructure e.g. airports and railways.

What is locking-on?

A form of protest where individuals attach themselves to others, objects or buildings. The locking-on offence will carry a maximum penalty of six months' imprisonment, an unlimited fine, or both.

What is tunnelling?

A form of protest which involves the building of underground tunnels. These tunnels are often used to protest the development of new roads. Tunnelling became famous in the 1990s when a series of tunnels were built by protesters wishing to stop the construction of an extension to the A30 in Devon. In recent years it is a method that has been used by protesters against the HS2. The maximum penalties for these offences will be three years' imprisonment, an unlimited fine or both.



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Worksheet 3c

The right to vote:

Protocol 1, Article 3 of the Human Rights Act requires the government to support citizens' right to free expression by holding free elections at reasonable intervals. These elections must enable you to vote in secret.

Electoral law:

Voting, or electoral, laws in the UK have evolved over hundreds of years. Under UK legislation the maximum term parliament can run for is five years. The current parliament first met on Tuesday 17 December 2019 and will therefore automatically dissolve on Tuesday 17 December 2024, unless it has been dissolved sooner by the monarch on request of the prime minister. A general election would be expected to take place 25 days later (not counting weekends or bank holidays).

Under current legislation, in order to vote in a UK parliamentary election a person must:

- Be registered to vote in the constituency;
- Be of voting age (18 years old on polling day);
- Be either a British citizen, qualifying Commonwealth citizen or a citizen of the Republic of Ireland;
- Not be subject to any legal incapacity to vote (e.g. a peer in the House of Lords, a prisoner serving a prison sentence)

The rules for local elections differ across the nations.

A new law:

In 2022 a new law was passed, The Elections Act. The Electoral Commission says that "*The Act aimed to improve the security, accessibility and transparency of elections and campaigning.*"

The law introduces a new requirement that voters will have to show an accepted form of photo ID to vote. This applies to:

- General elections, by-elections and recall elections;
- Police and Crime Commissioner elections;
- Local elections (in England, not in Wales or Scotland).

Voters in Northern Ireland have been required to show ID when voting in all elections since 2003.

If voters don't have an accepted photographic ID, they can apply for a free voter ID document. If voters arrive at the polling station without valid ID, they will not be permitted to vote.



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Worksheet 4

Making my voice heard

Q: If you could create a new law, or change an existing law, what change would you make?

Q: What are the arguments for and against your suggested change?



Q: Which individuals would be affected if the law were changed?



Q: How would society be affected if the law were changed?



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Worksheet 4

Making my voice heard by those in positions of power:

Think about who you would need to get on board to support your proposed change to the law, for example:

- MPs
- Peers
- Legal professionals
- Experts in the field
- The media
- Charities
- Business leaders
- Community groups
- Local residents
- Religious leaders

Q: How will you effectively communicate with the people you have identified?

There are many different ways of communicating with other people; it can be tricky deciding which method to use. E-mail, phone call, face-to-face meeting, virtual meeting, letter, social media? Choose a communication method that best suits your initial ask, and have a second (even third) in reserve in case you don't get a reply to your first attempt.

Remember, MPs can get hundreds of requests from constituents every week. Journalists are frequently out and about. In order to get your voice heard by a decision-maker, you need to make it as easy as possible for them to see your communication and reply.

Use the table below to plan who you need to communicate with.

People I want to communicate with	Key messages	Method of communication



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Worksheet 5

The case of Gina Martin

Gina Martin was at a music festival when she realised she had been a victim of upskirting.

“Two guys standing nearby were acting really creepy towards us ... I told them to leave us alone and kind of brushed it off. About half an hour later, I saw one of them holding his phone; he was on WhatsApp. There was a picture and it was up a girl’s skirt, right between her legs. I just knew it was me.”

Martin took swift action and grabbed the phone. She made the festival’s security team aware of what happened and the police were called. On arrival, they ensured that the picture was deleted but no criminal charges were brought. A few days later Martin was contacted and told that the case had been closed.

At the time there was no specific law criminalising upskirting in England and Wales. However, it was illegal in Scotland. Section 9 of the Sexual Offences (Scotland) Act 2009 made it an offence to operate equipment beneath someone’s clothing without their consent. No such law existed in England and Wales.

Shocked by what had taken place, Martin took to social media and wrote about her experience. The post soon went viral and she went on to set up an online petition asking people to support her in getting the law changed. Within days it had received over 50,000 signatures.

As interest in her campaign began to build, Martin took part in a BBC3 documentary to raise awareness of what happened to her and promoted her campaign using the hashtag **#StopSkirtingTheIssue**.

Martin received cross-party support from MPs and worked closely with the then Justice Minister, Lucy Frazer, to progress the campaign. Numerous celebrities backed her including Laura Whitmore, Holly Willoughby and Dermot O’Leary. In March 2018, Liberal Democrat MP Wera Hobhouse brought a private members’ bill backing the creation of an upskirting offence in England and Wales.

On 12th February 2019, The Voyeurism (Offences) (No.2) Bill, known as the “Upskirting Bill” received Royal Assent. The law created two new offences under the Sexual Offences Act 2003 to criminalise this behaviour. The new offences apply when:

- Without consent, an individual operates equipment or records an image beneath a person’s clothing;
- The offender has a motive of either obtaining sexual gratification or causing humiliation, distress or alarm to the victim.

Offenders face up to two years in jail and risk being placed on the sex offenders’ register.

My new law is...



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One thing I learned is...



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